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ABSTRACT

This guide, one of a series for various grade levels, contains Some Essential Learner Outcomes (SELOs) for career education in the primary grades in Minnesota. (The SELOs are selected samples of knowledge statements considered as essential learning outcomes for students in each of the subject areas taught in schools.) These SELOs for the primary grades are organized into seven management tasks, as follows: (1) awareness of self; (2) acquiring a sense of control over one's life; (3) identification with workers; (4) acquiring knowledge about workers; (5) acquiring interpersonal skills; (6) ability to present oneself objectively; and (7) acquiring respect for other people and the work they do. Each management task contains several performance objectives (e.g., "describe how the work of women and men is equally important"), further refined into enabling objectives (learning activities) such as "describe the changing roles of men in work and family." The guide also contains a map of the educational cooperative service units in Minnesota and background information on the Minnesota Career Education Incentive Program and the Minnesota Five-Year Career Education Plan. (KC)

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Career Education

Some Essential Learner Outcomes

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Primary Grades K, 1, 2, 3

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MT 1 AWARENESS OF SELF

PO#1 Describes how one perceives self as unique among those around one.
- EO#1 Identifies characteristics which describe one's physical appearance.
- EO#2 Identifies characteristics which describe one mentally and emotionally.

PO#2 Describes how health may affect work performance or be affected by it.
- EO#1 Identifies ways in which poor physical or mental health may affect one's work performance now and in the future.
- EO#2 Lists ways in which an occupation can affect one's physical and mental health, positively and negatively.
- EO#3 Identifies physical and mental abilities required by different occupations.

PO#3 Demonstrates success in coping with new social and work roles.
- EO#1 Identifies social and work roles which are new for one.
- EO#2 Describes how one is fulfilling a new work role.
- EO#3 Demonstrates adequate performance in a new social role.

MT 2 ACQUIRING A SENSE OF CONTROL OVER ONE'S LIFE

PO#1 Defines work and demonstrates that one is a responsible worker.
- EO#1 Constructs an oral or pictorial definition of work.
- EO#2 Lists work tasks one fulfills regularly and identifies reasons why one fulfills them.
- EO#3 Describes how one's role as a student is like that of an adult worker.

PO#2 Describes how work can be a principal instrument for coping with and changing one's own environment.
- EO#1 Identifies ways in which work one does at home affects one's physical, social and emotional environment.
- EO#2 Describes how work one does in school can affect one socially and economically, now and in the future.
- EO#3 Identifies things one can do to make one's environment more as one would like it to be.

PO#3 Identifies manipulative abilities that have relevance for work.
- EO#1 Demonstrates manipulative abilities in a variety of tasks.
- EO#2 Lists abilities one is in the process of acquiring.
- EO#3 Names occupations in which one could use one's manipulative abilities.
- EO#4 Identifies ways in which one is like workers one knows.
- EO#5 Identifies men and women who have entered and been successful in nontraditional occupations.

PO#4 Describes one's own behavior in a work situation in terms of why one does or does not do more than the minimum required.
- EO#1 Identifies the requirements of a given work situation.
- EO#2 Lists reasons for and against doing more than the minimum in work situations.
- EO#3 Identifies reasons why one behaves as one does in any given work situation.

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MT 3 IDENTIFICATION WITH WORKERS

PO#1 Identifies ways in which one is like workers one knows.
- EO#1 Lists tasks one performs which are similar to those performed by workers one knows.
- EO#2 Names at least one characteristic which one shares with a worker.

PO#2 Describes self and the kind of person one wishes to become in light of one's observations of worker models.
- EO#1 Lists characteristics of a worker model that one would like to acquire.
- EO#2 Identifies worker characteristics which one would like to acquire and describes how one might acquire them.

PO#3 Demonstrates an awareness that the effectiveness of workers one knows is closely related to the personal impression they make.
- EO#1 Identifies those students in the class who are effective workers and describes the general impression they make.
- EO#2 Identifies workers in the neighborhood who make either positive or negative impressions and describes their work effectiveness.

MT 4 ACQUIRING KNOWLEDGE ABOUT WORKERS

PO#1 Describes the work of significant persons in one's life.
- EO#1 Names the occupations held by one's parents, close relatives, neighbors, and others who are important to one.
- EO#2 Identifies tasks which make up the occupation of several significant others.

PO#2 Observes and talks to various workers in the school and neighborhood to gain occupational awareness.
- EO#1 Lists the occupations represented in the school and identifies tasks performed in each.
- EO#2 Observes workers in the neighborhood and describes the tasks they perform.

PO#3 Increases the range of workers about whom one has knowledge.
- EO#1 Identifies workers who provide services to one's home and describes their functions.
- EO#2 Names occupations whose function one doesn't know and interviews workers in those fields.
- EO#3 Identifies occupations which have been created in the last ten years.

PO#4 Asks significant others what skills they need in their jobs.
- EO#1 Lists skills which correspond with the occupations of significant others.

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MT 5 ACQUIRING INTERPERSONAL SKILLS

PO#1 Performs in a given work situation in a manner which indicates one understands that work effectiveness depends not just on proficiency but on quality of interpersonal relations as well.
- EO#1 Demonstrates in a group task that completion of the task depends or cooperation as well as individual proficiency.
- EO#2 Describes the effect of pleasant or unpleasant relationships on one's ability to work effectively.

PO#2 Contributes positively to group effort in a work situation by demonstrating ability to both compromise and exercise influence in the achievement of group goals.
- EO#1 Lists group goals in a given situation and identifies reasons why one may have to compromise to reach those goals.
- EO#2 Describes how one's influence might help to achieve group goals.
- EO#3 Identifies advantages and disadvantages of compromise and influence in a given situation.

PO#3 Describes how participation in individual and group activities will aid one's development or enhance a work-related skill.
- EO#1 Describes how working with others can help one develop a work-related skill.
- EO#2 Identifies similarities in one's relations with other students and an adult worker's relations with co-workers.

MT 6 ABILITY TO PRESENT ONESELF OBJECTIVELY

PO#1 Demonstrates ability to use constructively success or failure in a work situation.
- EO#1 Identifies factors which contribute to success or failure in a work situation.
- EO#2 Describes one's performance in a given situation as successful or unsuccessful and asks for constructive criticism.
- EO#3 Describes knowledge gained in failure to complete a task which might not otherwise be gained.

PO#2 Demonstrates the ability to depend upon others and to be depended upon in the work environment.
- EO#1 Identifies ways in which one is dependent upon the work of others.
- EO#2 Identifies ways in which others depend on work one does.
- EO#3 Describes the advantages and disadvantages of depending on others and being depended upon.

PO#3 Shows a genuine concern for co-workers and expresses a shared responsibility for success or failure of the work group.
- EO#1 Describes how the performance of any member of a work group can affect the group's performance.
- EO#2 Identifies the effects of one's actions on other workers and describes one's responsibilities to them because of these effects.
- EO#3 Describes how the activities of members in different families can affect the family unit.

MT 7 ACQUIRING RESPECT FOR OTHER PEOPLE AND THE WORK THEY DO

PO#1 Describes the contribution of many different workers to society.
- EO#1 Lists the contribution of workers at various socioeconomic levels and identifies reasons why each is important.
- EO#2 Describes the interdependence of the people in the school and neighborhood: how each of them needs the others.

PO#2 Describes how the work of women and men is equally important.
- EO#1 Identifies the contribution men make to life.
- EO#2 Identifies contribution women make to life.
- EO#3 Describes the changing roles of women in work and family.
- EO#4 Describes the changing roles of men in work and family.
- EO#5 Describes how the contribution of individuals both inside and outside the home is important.

GUIDE

MT - MANAGEMENT TASK

PO - PERFORMANCE OBJECTIVE

EO - ENABLING OBJECTIVE

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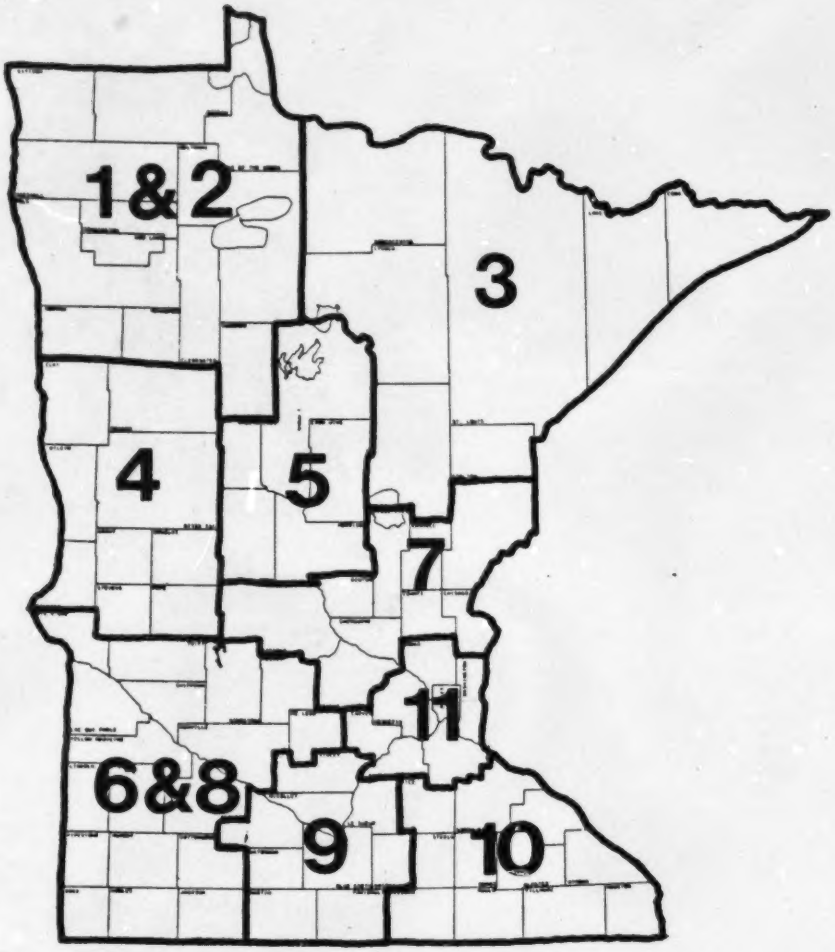
Saint Paul, Minnesota

March, 1981

Educational Cooperative Service Units (ECSUs)



Regions 1 & 2, Northwest ECSU
Box 160
Thief River Falls, MN 56701
(218) 681-2700 Ext. 353

Region 3, Northeast ECSU
Box 647 Hat Trick Avenue
U.S. Hockey Hall of Fame
Eveleth, MN 55734
(218) 744-1175

Region 4, West Central ECSU
120 So. Vine St.
Fergus Falls, MN 56537
(218) 739-3273

Region 5, ECSU 5
102 NE 6th Street
Staples, MN 56479
(218) 894-1930

Regions 6 & 8, Southwest & West Central ECSU
Southwest State University
Marshall, MN 56258
(507) 537-1481

Region 7, Central ECSU
Education Building
St. Cloud State University
St. Cloud, MN 56301
(612) 255-3236

Region 9, South Central ECSU
Room 209 Pierce Plaza
360 Pierce Avenue
North Mankato, MN 56001
(507) 389-1425

Region 10, Southeast ECSU
5930 Bandel Rd.
Rochester, MN 55901
(507) 288-1282

Region 11, Metropolitan ECSU
3602 Highcrest Road N.E.
Mpls., MN 55418
(612) 781-5051

Minnesota Career Education Incentive Program

A study was undertaken by the Minnesota Department of Education in December 1978. Its purpose was to determine what Minnesota high school seniors perceive their guidance needs to be, and how well they are satisfied with the degree to which those needs have been met. The instrument used to assess the needs was the American College Testing's "River City High School Guidance Services Needs Assessment Survey". The survey measured student response on 67 need items, which were then divided into 18 need categories for manageable reference:

1. Understanding and Accepting Self
2. Developing Responsibility for Self
3. Understanding Others
4. Being Understood by Others
5. Relating to Others
6. Clarifying Values
7. Assessing Self
8. Understanding Sexual Identity
9. Understanding Other Students' Identities
10. Making Decisions
11. Developing Career Awareness
12. Exploring Careers
13. Selecting Courses and Making Educational Plans
14. Making Plans Beyond Graduation
15. Planning Careers
16. Finding Jobs and Careers
17. Understanding the Guidance Program
18. Basic Skills

The Sample

The total sample consisted of 10% of the seniors from half of the schools within each of Minnesota's eleven planning regions (see map). The return was about 80%, yielding a total sample of 3,130 students, or 4.4% of the senior class population in the state. The resulting data were studied by region, by sex and by size of school.

Outcomes

A need index and a (dis)satisfaction index were computed for each need item and category. These two variables were used together to determine the priority of need items and categories. The following results were obtained:

* The top three priority categories for the total sample were **Exploring Careers, Making Plans Beyond Graduation** and **Finding Jobs and Careers.** The same three categories were top priority for all subsamples: region, sex and size of school.
* **Planning Careers** was a low priority category among students, indicating a lack of awareness that career search needs to be an active process of research, not merely a passive exposure to a number of jobs.
* Categories of moderate priority to students were **Assessing Self, Developing Career Awareness** and to a lesser degree, **Understanding the Guidance System.**
* There was virtually no difference between the expressed guidance needs of the young women and those of the young men.
* The need "to know more about financial aid for continuing education beyond graduation" was the single highest ranking need item in the study.
* "To do an in-depth exploration of jobs which relate to my interests and abilities" was the need item for which students registered the highest degree of dissatisfaction.
* **Although Basic Skills** showed up as a low priority category among students, the item "to read faster" (from the **Basic Skills** category) was a top priority by itself.

In July 1979, Minnesota received $333,735 to meet some of these needs. These monies constituted the first year funding of a five year program called the Career Education Incentive Act (PL95-207). The legislation was designed for:

* making education a preparation for work;
* relating work roles to other life roles and choices (such as family life);
* increasing emphasis on career awareness, exploration, decision making and planning;
* doing the above in a manner which will promote equal opportunity in making career choices through the elimination of bias and stereotyping on account of race, sex, age, economic status or handicap.

The Career Education Incentive Act states that 5% of its funds may be used for State administration, 10% for State leadership with the remainder to be used as flow-through. It further states the 15% of the flow-through money must be used for career guidance and counseling activities.

Because of the limited funds available, the Minnesota Career Education Task Force recommended that funds be allocated to the Educational Cooperative Service Unit (ECSU) in each planning region (see map) to serve the needs of the schools in that area. Each ECSU is eligible to receive an equal proportional amount, with the Metro ECSU and the Southwest ECSU counting as two because they each serve two planning regions.

First priority for funding was given to ECSU proposals. All ECSUs chose to participate in the program. Criteria for funding was based on the plan's identification of regional career education needs and how the plan proposed to meet those needs. The legislation states that criteria must also consider the availability of ECSU services to all schools, public and non-public, regardless of whether the schools are members of an ECSU. Each ECSU plan must also specify activities designed to reduce or eliminate bias and stereotyping.

Local districts who desire to be involved in the program should contact their ECSU for more information. Please address correspondence with with **attention: Career Education.**

SELOs — What Are They?

SELOs are a series of documents published by the Minnesota State Department of Education. They contain selected samples of knowledge statements considered as some essential learning outcomes for students in each of the subject matter areas taught in schools. These samples were chosen by groups of Minnesota educators in each discipline.

How Can SELOs be Used

Districts. Districts are charged to meet the requirements of Minnesota law in Chapter 271 which requires planning, evaluating and reporting to the public. The SELOs will be helpful to districts as they look at their educational plan.

Districts differ in whether they already have established goals and objectives, would like to develop their own goals and objectives, or are looking for some ready-made goals and objectives to adopt. SELOs may be useful in all three situations. Districts may want to review their established goals in the light of these documents. They may use the documents as a springboard for developing goals that are suitable for their own community. They may take parts of some, or all of, the existing documents for their own goals.

The SELO documents will help districts to analyze the scope and sequence of their program across all content areas. They will provide a means to look at curriculum across the K–12 program.

Elementary Level. SELOs can be used in the elementary school to review the curriculum offerings in all content areas and to select from this vast array of goals those that realistically can be chosen for students in the K–6 program. The elementary staff can give attention to providing a balanced program that encompasses all of career education.

Elementary staff can use SELOs to determine whether they have a sequential development of learnings within their elementary curriculum.

SELOs can be compared with the goals of the commercial materials in use in the school to look for commonalities, gaps or differences in emphasis.

Secondary Level. SELOs may be used by chairpersons and committees within the secondary school to help review the comprehensiveness of the school program. They can also be used among the chairpersons and faculty as a base for establishing interdisciplinary dimensions in the curriculum. It is also desirable to view career education in its vertical dimension by looking at what is emphasized at each level.

SELOs can be used to identify what is essential to be learned in each management task, as well as to describe manageable parameters of the secondary school program offerings that should be available to students.

Classrooms. Teachers can make use of SELOs to review classroom goals for students, to review how student progress is reported to parents, whether there is a comprehensive approach to career education, whether there is sufficient depth in meeting the individual needs of some learners, and whether there is sufficient flexibility in adapting program goals to learners who are not yet able to handle the goals established for the group.

Minnesota 5-year Career Education Plan

Nine Student Outcome Goals:

1. Awareness and understanding of one's values, interests, aptitudes, rights and responsibilities as these are related to careers.
2. Interest and achievement in the educational program emphasizing communications and basic skill areas.
3. Understanding of the relationship between what is learned in school and its relevance to the world of work.
4. Understanding of the world of work and its impact on the individual and society.
5. Decision making skills related to assessing, planning, implementing and evaluating career choices.
6. Work entry level skills upon exiting formal educational program.
7. Recognition of the need for continual learning as it relates to life-pattern changes in a changing society and environment.
8. Appreciation for healthful living and leisure time pursuits as contributors to self-realization.
9. Understanding of, appreciation for, and development of family life skills.

Although a comprehensive, state-wide program for career education may help to decrease unemployment over time, the purpose of this effort is not directly to increase employment in Minnesota. Nor is it to serve the human power needs of business and industry in this state, although again this may be a side effect. The Career Education Plan addresses quality of life in Minnesota. Its aim is to ensure that every student shall have the opportunity to develop her/his career with the greatest possible awareness of self, world, work and of the variety of educational resources which one may utilize to prepare for that career. More specifically, the Career Education Plan assists school districts in making education at all levels relevant to work values and to life roles and choices such as family, leisure and community involvement. The Plan's major goal is to help those who teach and those who learn to increase the emphasis they place on career development, exploration, decision making and life planning, and to do it in a way that will eliminate bias and stereotyping in terms of race, sex, age, economic status and handicap in such activities.

An examination of the nine student outcome goals and the management tasks on the reverse side of this poster reveals that there is considerable overlap between career education and other aspects of school — especially the developmental components found in the areas of guidance, social studies, drug education and human relations. Coordination of curriculum and other interventions is necessary in order to maximize student benefits and to reduce duplication of efforts.

If career education is to be truly comprehensive it cannot be left solely as a responsibility for educators. The entire community needs to be drawn upon in order to give students wide-range career exposure. Business, labor and service organizations have recognized the value of becoming involved in career education in the schools. Explorer Scouts, 4H, service groups, parents, National Alliance of Business, NAACP, Business and Professional Women, National Organization for Women, Vocational Rehabilitation Division are a few of many resources which have been tapped for career education.